

Using Questions as Tools for Learning	<u>Biggest, Strongest, Fastest</u> by Steve Jenkins
Objectives:	<p>We want students to:</p> <ul style="list-style-type: none"> • Stop, wonder, and keep a question in mind to try to answer. • Learn strategies for answering question, including gaining information from pictures as well as text and talking with peers. • Keep track of questions to be investigated but realize that not all question are answered.
Materials Needed:	<p>Anchor Chart paper Book Books for small group Sticky notes Pencils Question/Answer thinksheet</p>

Time	Activity
15 min.	<p>Opening of the Day and Independent Reading - As students enter, they will begin with 10 minutes of independent reading time. Opening - students sitting in a circle up close. Use this time to review the schedule for the day and build engagement and motivation.</p>
20 min (total)	<p>Read Aloud/Shared Reading (whole group) (explicit instruction) - This is where teachers connect and engage students' interest and activate and build their background knowledge, finding out what they know. Teachers use this time to think aloud, modeling and demonstrating the "inside" story of reading mentor texts. Students enter in by turning and talking and "holding" their thinking on sticky notes.</p> <p>Connect & Engage: <i>Today we are going to do something that I know you all love to do; we're going to ask questions as we read. I noticed that you are such curious learners – you want to find out about all kind of things. Often the more we learn, the more we wonder. I've heard you ask some really interesting questions as you stopped to wonder about the information you read. Sometimes information is brand-new so you want to know more. Today we'll mark the text with a sticky note and draw and write a question when one pops into our minds as we read.</i> <i>Thoughtful readers always ask questions when they read. We'll learn how to answer the questions we ask. Let's take a look at this book called "Biggest, Strongest, Fastest." Look at the cover picture of the cheetah for a moment. I can see that some of you are so curious about this cheetah! Turn and talk</i></p>

about what you are thinking and any questions you have about this cheetah.

[kids turn and talk. Call on a few kids to share.]

These are great questions! So thoughtful! This is exactly what we will be doing today. We'll be learning information from both the pictures and the words, and then we'll stop and wonder about it. We'll see if we can find answers to our questions. Keep your questions in mind, and we'll see if we can answer them after we do some reading.

Model:

Now I want you to watch me as I read the words and view the pictures. I'm going to pay attention to my inner voice. Please listen to what I say and watch what I do. I'll ask you to tell me what you noticed in a few minutes. Here we go. [Open to page 1] I'm going to look at this picture before I read the page. Wow—look at this giraffe! [read aloud text]

The tallest animal is the giraffe.

Right now I hear my inner voice asking a question. I'm wondering "How tall are giraffes?" I'm sharing my question out loud with you, but when I'm reading on my own, it's my inner voice that is asking the question. Now I'm going to write my question on a sticky note: "How tall are giraffes?" I will hold on to my sticky and see if I come to information that answers my question. I'm going to read this bit of text over here, next to the giraffe:

Male giraffes grow as tall as 19 feet.

That's incredible! Nineteen feet is much, much taller than this ceiling! I found an answer to my question, so I put my sticky note right next to the information I found. Then I'll draw a line under my question on the sticky and write "19 feet tall."

Now, turn and talk about what you just saw me do. [kids turn and talk, then share as a whole group. As kids are sharing their ideas, jot their thinking in a notebook to later create an Anchor Chart of their thinking]

Let's do the next one together. Wow! Look at the picture of the huge snake. Let's read about it:

There are many kinds of large snakes, but the anaconda is the biggest.

I'm wondering....How big is that anaconda? Let's see if you have any other questions. Turn and talk about any questions you have, then we'll share some of them. [kids turn and talk which teacher grabs chart paper and creates a t-chart:

Questions/Answers {see example}]

Questions	Answers

I'm going to write these questions on sticky notes, then I'll put them up here on our Anchor Chart that has a column for Questions and one for Answers. Let's keep reading to see if we find an answer to any of these questions:

Anacondas can grow to be over 25 feet long and weigh 400 pounds.

[respond with comments about listening carefully to find the answers to questions or respond to kids questions that they asked and point out answers in text]

They wait in trees and drop onto their prey. A hungry anaconda can swallow a whole deer or goat.

[remind kids to ask questions when they don't understand something or are confused]

What should we do if we don't understand something? *[kids respond – ask a question!]*

Exactly! Sometimes we can figure out an answer to a question by talking with someone about it. This is pretty exciting. You all can teach each other information.

Let's finish this book-I want you to think about some questions and see if we can find the answers to our questions. *[continue reading text – offering chances for students to turn and talk about questions/answers]*

[after reading the book....]

Let's review some of the ways we learned to answer our questions. I'll write down what you say, to make an Anchor Chart (see example) to guide you as you ask and answer questions in small group today.

	<div> <p>When we Read with a Question in Mind</p> <ul style="list-style-type: none"> • Read the Text & Look at pictures <ul style="list-style-type: none"> ◦ to see if we can answer our question • Talk to someone <ul style="list-style-type: none"> ◦ who shares their background knowledge with us • Read and listen <ul style="list-style-type: none"> ◦ but realize that we can't always answer our questions </div>
<p>(20 min. /group) 60 min total.</p>	<p>Fluency Often students move into pairs (fluency partners) or small groups to deepen and apply their learning.</p> <p>Independent Reading Students will engage in independent reading, making connections to the text, jotting down interesting words and adding to their journal.</p> <p>Small Group Instruction – mini-lesson</p> <hr/> <p>Small Group Instruction</p> <p><i>Now it's your turn to go off and try this on your own. You may work by yourself or with a partner. Here are a bunch of books. You can choose one of these to read. Here are some sticky notes and pencils and a Questions/Answers Thinksheet to record your thinking. Have fun!</i> [kids work independently and with partners as teacher circulates. Confer with students to correct misconceptions individually – also find a few students to ask to share with the group]</p> <p>Share the Learning: [Bring the small group back together. Ask them to share how they answered their questions (or not). If they weren't able to answer the question, reassure that readers don't always find answers to their questions.]</p>
15 min.	Recess/Snack Break
<p>(15 min /group) 30 min total</p>	<p>Group 1: Take Home Selection (split groups - 15 minutes each) Two members of the team will assist students in the selection of 'just right' books to take home for the week</p> <p>Group 2: Modeled/Shared/Interactive Writing (Connected to Morning Read Aloud Book) -Teachers will use this time to teach a very short mini-lesson, which students will often apply in responding to their reading.</p> <p><i>Today for our writing time, I'm going to look at the great things I learned while reading this text. I'm going to write a few sentences about the things I learned while reading today. I learned that giraffes are 19 feet tall – that's pretty amazing! So, I'm going to start my writing today by telling my reader</i></p>

	<p><i>that there are some pretty amazing things about animals. I'm going to write, "Some animals have some pretty amazing characteristics."</i> [quickly jot this sentence on the paper] <i>This sentence tells my reader that I'm going to tell them some pretty cool things about animals. My next sentences will say, "Giraffes can be taller than a ceiling. They can be 19 feet tall!"</i> [jot sentences down] <i>I'm going to put an exclamation point at the end because it's an amazing fact. I'm going to pause for a moment while you get started with your writing and I'll finish mine up later. Go ahead get started and I'll be around to read your amazing facts about animals.</i></p>
5-10 min	<p>Sharing/Closing - Use this time to reflect on the day. This is a good time to suggest ways students can share their learning at home, to read a short poem or interesting text, hear student book talks and to share their own literacy by talking about what they are planning to read at home.</p>

Questions	Answers

